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THE GRADE NINE STUDENT SURVEY:
FALL 1983

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#174

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INTRODUCTION

A survey of all Grade 9 students is undertaken annually to provide general information about the characteristics of Toronto students and to relate it to the various levels of difficulty at which they are studying. The history of this study is provided in more detail in the first report in the series, (Wright and Dhanota, 1981). This is the fourth year of the series.

This survey of Grade 9 students was to be analyzed in terms of socioeconomic status, ethnicity and race: the Research Department was asked that:

- (3) A similar survey of Grade 9 students be undertaken annually to augment the student data file and the entries and withdrawals report.

(Minutes of the Board, 1980, p. 108)

The following report will follow the format of the one prepared last year (Wright and Tsuji, 1983)¹. Comparisons will be made between the 1983 and 1982 data. Relatively little text is provided and the tables carry most of the information.

¹ See Wright, Tsuji and Dhanota, 1982 for the second report in this series.

PROCEDURES

Following the pattern of previous years, the data collection form (see Appendix A) was packaged with accompanying instructions for principals and teachers (see Appendix B) and sent to every secondary school.

When the September 30th rolls were completed, the Computer Services Department prepared identification labels for all Grade 9 students, class by class, school by school. These were used to pre-identify the forms for the students. The forms were then packaged for each home room. In most cases, the students completed the questionnaires under the direction of their home room teacher. The completed forms were returned to their school office and from there to the Research Department.

As in previous years in the school that was organized on a "house system" (students from more than one grade were in the same home room), the Guidance Department looked after the distribution and collection of the forms and arranged for them to be administered in the Grade 9 English classes.

The forms were distributed in late October and most had been returned by the end of November; all the forms were returned by the end of December. As in previous years, this process benefitted from the cooperation of staff and students.

During the Fall of 1983, schools had several other similar requests rising from other Board requirements. In the Fall of 1984, an attempt will be made to combine these various requests using a new strategy tied more closely to the student

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information system.

Following coding the forms and keypunching the data, the data analysis was done using the Ontario Institute for Studies in Education's SPSSX (1983) computer programs.

FINDINGS

There were 8,466 labelled forms distributed. Of these, 6,351 were completed, 109 were returned with the information that the students had dropped out or were off the roll. There were 166 "new forms" from students who had completed blank forms (without labels). This report is based on the 6,517 students (i.e. 6,351 + 166) or 78.0% of the distributed forms excluding the 109 terminations. Within the context of this report, "no information" refers to students who did not answer a particular question even though they replied to at least one of the other items on the survey form. Care must be taken in interpreting tables with large amounts of missing ("no information") data.

Some General Characteristics of the 1983 Grade 9 School Population

Place of Birth and Date of Arrival

Table 1 summarizes the students' places of birth by region and Table 2 provides a detailed listing of the places of birth by province for Canadian-born students and by country for those not born in Canada. The data reflect a picture of stability in terms of the proportion of students born outside Canada and the percentages who had immigrated from most countries.

In Table 2, an asterisk identifies any country that had

TABLE 1

PLACE OF BIRTH BY REGION - GRADE 9 STUDENTS

Region	1983		1982	
	Number	Percent	Number	Percent
Ontario	3777	58.0	3865	57.8
Other Provinces ¹	282	4.3	285	4.3
Outside Canada	29	0.4	51	0.8
U.S. and Mexico	73	1.1	86	1.3
South America	245	3.8	217	3.2
Central America	16	0.2	11	0.2
Caribbean Region	284	4.4	299	4.5
Europe	810	12.4	903	13.5
Middle East	11	0.2	17	0.3
Far East	458	7.0	413	6.2
South East Asia	356	5.5	345	5.2
Oceania	11	0.2	17	0.3
South Asia	91	1.4	114	1.7
Africa	44	0.7	37	0.6
No Information	30	0.5	30	0.4
TOTAL	6517	100.1*	6690	100.3*

¹
Country not specified.

*Does not equal 100% because of rounding.

NOTE: Regions were defined using the categories found in
Information Please Almanac, Atlas & Yearbook, 1979,
The Viking Press, New York, 1978.

TABLE 2

COUNTRY OR PROVINCE OF BIRTH - GRADE 9 STUDENTS

Country	1983		1982	
	Number	Percent	Number	Percent
Ontario	3777	58.0	3865	57.8
Quebec	104	1.6	90	1.3
New Brunswick	9	0.1	15	0.2
Nova Scotia	30	0.5	33	0.5
Prince Edward Island	4	0.1	1	0.0
Newfoundland	20	0.3	18	0.3
Manitoba	16	0.2	19	0.3
Saskatchewan	8	0.1	6	0.1
Alberta	16	0.2	15	0.2
British Columbia	41	0.6	29	0.4
Yukon, North West Territories	1	0.0	1	0.0
Canada (No Province Specified)	33	0.5	58	0.9
United States	70	1.1	83	1.2
Mexico	3	0.0	3	0.0
Outside Canada (Not Specified)	29	0.4	51	0.8
SOUTH AMERICA				
South America (Not Specified)	5	0.1	5	0.1
Argentina	10	0.2	13	0.2
Bolivia	1	0.0	1	0.0
Brazil	13	0.2	9	0.1
Chile	28	0.4	11	0.2
Columbia	14	0.2	12	0.2
Ecuador	53	0.8	58	0.9
Guyana	108	1.7	97	1.4
Peru	5	0.1	6	0.1
Uruguay	3	0.0	4	0.1
Venezuela	5	0.1	1	0.0
CENTRAL AMERICA				
Costa Rica	1	0.0	0	0.0
El Salvador	9	0.1	3	0.0
Guatemala	6	0.1	6	0.1
Honduras	0	0.0	1	0.0
Nicaragua	0	0.0	1	0.0

TABLE 2

COUNTRY OR PROVINCE OF BIRTH - GRADE 9 STUDENTS
(continued)

Country	1983		1982	
	Number	Percent	Number	Percent
CARIBBEAN REGION				
West Indies (Not Specified)	2	0.0	6	0.1
Antigua	1	0.0	3	0.0
Bahamas	2	0.0	1	0.0
Barbados	3	0.0	7	0.1
Bermuda	1	0.0	0	0.0
Cuba	3	0.0	1	0.0
Dominican Republic	2	0.0	3	0.0
Grenada	4	0.1	9	0.1
Jamaica	207	3.2	205	3.1
Trinidad, Tobago	51	0.8	55	0.8
St. Kitts	1	0.0	2	0.0
St. Vincent	8	0.1	7	0.1
EUROPE				
Europe (Not Specified)	0	0.0	1	0.0
Azores	1	0.0	0	0.0
Belgium	1	0.0	0	0.0
Cyprus	4	0.1	7	0.1
Czechoslovakia	8	0.1	7	0.1
Denmark	5	0.1	0	0.0
Finland	1	0.0	3	0.0
France	11	0.2	20	0.3
Germany West	14	0.2	17	0.3
Greece	49	0.8	65	1.0
Hungary	5	0.1	3	0.0
Ireland	7	0.1	7	0.1
Italy	41	0.6	66	1.0
Malta	3	0.0	4	0.1
Monaco	0	0.0	3	0.0
Netherlands	6	0.1	2	0.0
Poland	44	0.7	27	0.4
*Portugal	461	7.1	543	8.1
Romania	7	0.1	5	0.1
Spain	6	0.1	7	0.1
Sweden	3	0.0	1	0.0
Switzerland	3	0.0	3	0.0
USSR	5	0.1	6	0.1
United Kingdom (England)	113	1.7	91	1.4
Yugoslavia	12	0.2	15	0.2

TABLE 2

COUNTRY OR PROVINCE OF BIRTH - GRADE 9 STUDENTS
(continued)

Country	1983		1982	
	Number	Percent	Number	Percent
MIDDLE EAST				
Iran	3	0.0	2	0.0
Israel	3	0.0	5	0.1
Kuwait	0	0.0	1	0.0
Lebanon	3	0.0	5	0.1
Syria	1	0.0	1	0.0
Turkey	1	0.0	3	0.0
FAR EAST				
China	166	2.5	166	2.5
Hong Kong	165	2.5	149	2.2
Japan	4	0.1	6	0.1
Korea-North	12	0.2	0	0.0
Korea-South	33	0.5	37	0.6
Macao	4	0.1	0	0.0
Philippines	53	0.8	41	0.6
Taiwan	21	0.3	14	0.2
SOUTH EAST ASIA				
South East Asia (not specified)	1	0.0	0	0.0
Cambodia	21	0.3	18	0.3
Indonesia	1	0.0	0	0.0
Laos	34	0.5	33	0.5
Malaysia	9	0.1	3	0.0
Singapore	2	0.0	1	0.0
Thailand	1	0.0	1	0.0
Vietnam	287	4.4	289	4.3
OCEANIA				
Australia	8	0.1	14	0.2
Fiji	0	0.0	1	0.0
Mauru	2	0.0	1	0.0
Solomon Islands	1	0.0	1	0.0
SOUTH ASIA				
Bangladesh	2	0.0	2	0.0
Burma	11	0.2	10	0.1
India	65	1.0	80	1.2
Pakistan	13	0.2	22	0.3

TABLE 2

COUNTRY OR PROVINCE OF BIRTH - GRADE 9 STUDENTS
(continued)

Country	1983		1982	
	Number	Percent	Number	Percent
AFRICA				
Africa (Not Specified)	5	0.1	3	0.0
Angola	3	0.0	7	0.1
Egypt	4	0.1	1	0.0
Ethiopia	0	0.0	2	0.0
Ghana	3	0.0	1	0.0
Kenya	3	0.0	0	0.0
Mauritius	1	0.0	2	0.0
Morocco	1	0.0	1	0.0
Mozambique	3	0.0	1	0.0
Nigeria	1	0.0	2	0.0
South Africa	8	0.1	6	0.1
Tanzania	11	0.2	7	0.1
Uganda	0	0.0	4	0.1
Zambia	1	0.0	0	0.0
No Information	29	0.5	30	0.4
TOTAL	6516	99.2**	6699	99.3**

*Country with a change of 0.5% or more.

**Does not equal 100% because of rounding.

NOTE: Regions were defined using the categories found in
Information Please Almanac, Atlas Yearbook, 1979, 33rd Ed.,
The Viking Press, New York, 1978.

exhibited a change of at least 0.5%. In general, changes in the proportions have been slight whether one looks at regions or individual countries.

Table 3 reports immigrant students by their year of arrival. A total of 612 or 25.1% of the immigrant students have arrived within the last three years. This compares to 716 or 28.3% in 1982 and 30% in 1981.

First Language Spoken and Language Fluency

Table 4 reports the proportion of students who spoke English and/or French as a first language. Table 5 lists all the languages which students learned as a first language, (except those speaking only English and/or French which are reported as the first three categories in Table 4). When there has been a change of 0.5% or more, the language has been marked with an asterisk (*) for easy identification.

TABLE 3

YEAR OF ARRIVAL FOR IMMIGRANT
GRADE 9 STUDENTS

Year of Arrival	1983		1982	
	Number of Students	Percent	Number of Students	Percent
1963	1	0.0	0	0.0
1964	0	0.0	1	0.0
1965	3	0.1	4	0.2
1966	3	0.1	12	0.5
1967	9	0.4	39	1.5
1968	42	1.7	74	2.9
1969	74	3.0	114	4.5
1970	139	5.7	134	5.3
1971	102	4.2	89	3.5
1972	121	5.0	138	5.5
1973	156	6.4	127	5.0
1974	176	7.2	231	9.1
1975	211	8.6	212	8.4
1976	100	4.1	118	4.7
1977	65	2.7	69	2.7
1978	60	2.5	56	2.2
1979	142	5.8	179	7.1
1980	225	9.2	264	10.4
1981	219	9.0	235	9.3
1982	174	7.1	217	8.6
1983	219	9.0	-	-
No Information	203	8.3	214	8.5
TOTAL	2444	100.1*	2527	99.9*

*Does not equal 100% because of rounding.

TABLE 4

NUMBER OF GRADE 9 STUDENTS
SPEAKING ENGLISH AND/OR FRENCH AND/OR
ANOTHER LANGUAGE AS A FIRST LANGUAGE

First Language Spoken	1983		1982	
	Number	Percent	Number	Percent
English Only	3211	49.3	3254	48.6
French Only	27	0.4	36	0.5
English & French	115	1.8	134	2.0
English & Another Language	1296	19.9	1305	19.5
French & Another Language	7	0.1	14	0.2
English, French & Another Language	58	0.9	93	1.4
Another Language	1751	26.9	1793	26.8
No Information	52	0.8	61	0.9
TOTAL	6517	100.1*	6690	99.9*

*Does not equal 100% because of rounding.

TABLE 5

NUMBER OF GRADE 9 STUDENTS SPEAKING A LANGUAGE OTHER THAN
OR IN ADDITION TO ENGLISH OR FRENCH AS A FIRST LANGUAGE

Region	1983		1982	
	Number	Percent	Number	Percent
Afrikaans	2	0.1	3	0.1
Albanian	2	0.1	4	0.1
Arabic	5	0.2	4	0.1
Armenian	4	0.1	5	0.2
Bengali	2	0.1	1	0.0
Burmese	8	0.3	4	0.1
Cambodian	10	0.3	5	0.2
*Cantonese	118	3.9	107	3.3
*Chinese	459	15.1	572	17.5
Cree	1	0.0	1	0.0
Croatian	14	0.5	7	0.2
Czechoslovakian	17	0.6	4	0.1
Danish	4	0.1	2	0.1
Dutch, Flemish	5	0.2	2	0.1
Estonian	8	0.3	6	0.2
Finnish	4	0.1	9	0.3
Fukienese	1	0.0	0	0.0
Gaelic	1	0.0	0	0.0
German	38	1.2	47	1.4
Greek	348	11.4	375	11.5
Greek; Macedonian	12	0.4	0	0.0
Gujarati	14	0.5	15	0.5
Hebrew	18	0.6	20	0.6
Hindi	16	0.5	14	0.4
Hungarian	20	0.7	22	0.7
Icelandic	0	0.0	1	0.0
Indian	8	0.3	8	0.2
*Italian	437	14.3	527	16.1
Jamaican, Creole, Patois	9	0.3	14	0.4
Japanese	9	0.3	12	0.4
Kachi	2	0.1	1	0.0
Korean	47	1.5	39	1.2
Laotian	13	0.4	10	0.3
Latvian	7	0.2	0	0.0
Lithuanian	2	0.1	6	0.2
*Macedonian	7	0.2	22	0.7
Malayalam	2	0.1	0	0.0

TABLE 5

NUMBER OF GRADE 9 STUDENTS SPEAKING A LANGUAGE OTHER THAN
OR IN ADDITION TO ENGLISH OR FRENCH AS A FIRST LANGUAGE
(continued)

Region	1983		1982	
	Number	Percent	Number	Percent
Maltese	11	0.4	14	0.4
Mandarin	14	0.5	20	0.6
Ojibwa	2	0.1	2	0.1
Pakistani	0	0.0	1	0.0
Panjabi	30	1.0	37	1.1
Persian	3	0.1	2	0.1
Polish	77	2.5	81	2.5
*Portuguese	698	22.9	727	22.3
Romanian	5	0.2	4	0.1
Russian	5	0.2	4	0.1
Serbian	3	0.1	4	0.1
Serbo-Croatian	35	1.1	40	1.2
Slovak	2	0.1	0	0.0
Slovenian	5	0.2	0	0.0
*Spanish	160	5.2	128	3.9
Swahili	2	0.1	1	0.0
Swedish	4	0.1	2	0.1
Tagalog & Pilipino	43	1.4	41	1.3
Taiwanese	1	0.0	1	0.1
Tamil	0	0.0	2	0.1
Thai; Siamese; Pali	0	0.0	3	0.1
Turkish	5	0.2	2	0.1
Ukrainian	43	1.4	51	1.6
Urdu	26	0.9	23	0.7
Vietnamese	149	4.9	141	4.3
No Information & Unclassified	52	1.7	61	1.9
TOTAL	3049	100.4**	3266	100.1**

*Language with a change of 0.5% or more.

**Does not equal 100% because of rounding.

The data on first languages spoken have been analyzed by school and reported in Tables 6 and 7. Table 6 shows for each secondary school, the number of students speaking the different languages. Only languages spoken by ten or more students were included in these analyses. These students were also traced back to the Toronto elementary schools which they had attended the previous year. These data provide an indication of the ethnic composition of the feeder schools and are reported in Table 7.

Table 8 presents self-reported data on fluency in spoken and written English as well as in French. With regard to spoken English between 1982 and 1983, there has been an increase of 2.7% in the category where the students reported themselves as "fluent" and this has been accompanied by a decrease of 1.5% in the "fair" category and 1.0% in the "poor" category. A very similar pattern (+ 1.0% - 0.3% - 1.2%) exists for written English. For spoken French, there was little change for the "fluent" category. There was a decrease in the "fair" category of 0.8%, an increase in the

TABLE 6
NUMBER OF GRADE 9 STUDENTS BY FIRST LANGUAGE¹ & SECONDARY SCHOOLS

School	Number of Students	English Only	French Only	English & French	Cambodian	Cantonese	Chinese	Croatian	Czechoslovakian	German	Greek	Greek/Macedonian	Gujarati	Hebrew	Hindi	Hungarian	Italian	Korean	Laotian	Maltese	Mandarin	Punjabi	Polish	Portuguese	Serbo-Croatian	Spanish	Tagalog & Filipino	Ukrainian	Urdu	Vietnamese	No Information & Others
Bickford Park	135	62	0	3	3	1	10	0	0	0	3	0	0	0	1	0	14	1	1	0	0	0	0	27	0	9	0	0	0	0	0
Bloor C.I.	171	33	0	0	0	4	20	0	0	0	23	0	6	0	1	0	21	3	2	0	0	8	0	23	2	8	1	0	3	12	1
Brockton	321	107	1	5	0	2	9	0	2	0	5	2	1	0	3	0	34	0	1	1	0	4	1	118	0	12	3	0	1	6	3
Castle Frank	111	90	4	2	0	0	1	1	0	1	3	0	0	0	0	0	1	0	0	0	0	0	0	2	0	2	0	0	0	0	5
Central Comm.	259	53	0	0	1	19	25	1	0	0	8	0	0	0	0	0	43	0	1	0	2	1	1	76	0	17	3	1	0	7	0
Central Tech.	497	165	2	6	1	4	36	0	1	2	14	0	1	0	2	5	69	0	1	0	0	2	1	150	1	22	0	0	0	12	0
City School	24	20	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0
CONTACT	27	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2
Danforth Tech.	344	229	2	11	0	3	26	0	1	3	25	0	1	0	1	0	18	0	0	0	0	1	1	9	4	2	0	0	1	2	4
Eastdale C.I.	40	33	0	1	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0
Eastern Comm.	292	187	1	5	0	5	15	0	0	0	37	4	0	0	0	1	24	0	1	0	1	1	1	3	0	2	0	0	0	4	0
Forest Hill C.I.	169	99	2	7	0	4	7	0	0	1	4	0	0	12	1	3	1	0	0	0	0	1	0	0	1	2	7	1	0	4	12
Greenwood	200	4	0	0	3	22	105	0	1	0	5	0	0	0	1	0	4	1	1	0	0	2	3	0	0	12	4	0	1	21	10
Harbord C.I.	276	44	1	2	0	18	91	0	0	1	15	0	0	1	0	0	28	5	1	0	3	0	1	41	0	6	2	0	0	16	0
Haydon Park	92	47	0	1	0	0	1	0	0	0	2	0	0	0	0	0	3	0	0	0	0	0	0	33	0	3	0	0	0	0	2
Humberide C.I.	259	116	0	3	0	0	20	9	5	5	18	0	0	0	0	0	5	5	0	2	0	1	30	1	3	1	1	29	0	3	2
Inglebrook	8	6	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Jarvis C.I.	293	128	0	5	0	20	70	0	2	0	5	0	0	0	2	3	0	14	0	0	4	0	1	2	3	6	7	0	3	18	0

cont'd. . .

TABLE 6
NUMBER OF GRADE 9 STUDENTS BY FIRST LANGUAGE & SECONDARY SCHOOLS
(continued)

School	Number of Students	English Only	French Only	English & French	Cambodian	Cantonese	Chinese	Croatian	Czechoslovakian	German	Greek	Greek/Macedonian	Gujarati	Hebrew	Hindi	Hungarian	Italian	Korean	Laotian	Maltese	Mandarin	Punjabi	Polish	Portuguese	Serbo-Croatian	Spanish	Tagalog & Filipino	Ukrainian	Urdu	Vietnamese	No Information & Others		
Jarvis-French	47	30	4	9	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1		
Lakeview	148	118	2	5	0	0	1	0	0	0	7	0	0	0	0	0	8	0	0	0	0	0	0	0	2	0	2	0	0	0	3		
Lawrence Park	243	197	0	11	0	0	3	0	2	7	9	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	2	0	1	0	0	8	
Melvern C.I.	248	210	0	4	0	0	12	0	0	1	6	4	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	8	
Monarch Park	185	117	1	4	0	2	14	0	0	1	17	1	0	0	0	0	12	0	0	0	0	2	0	3	0	2	1	0	0	0	4	4	
North Toronto	301	240	2	4	0	0	9	0	0	4	11	0	0	0	0	2	0	8	1	0	0	0	0	0	0	0	8	0	0	0	0	12	
Northern Sec.	481	347	0	10	0	5	31	0	0	6	37	0	0	2	1	3	6	3	1	0	0	0	0	4	2	6	2	3	1	0	12	12	
Oakwood C.I.	197	68	1	1	0	1	5	0	1	0	30	1	0	0	1	0	58	1	0	0	0	3	0	13	1	3	1	0	2	4	2	2	
Parkdale C.I.	157	54	0	1	0	4	21	0	0	1	2	0	0	0	2	0	0	3	1	0	1	0	8	16	4	7	10	1	2	15	4	2	
Riverdale C.I.	243	61	1	2	0	36	78	1	0	0	41	0	0	0	0	0	0	2	0	0	1	1	0	3	1	1	5	0	2	7	0	0	
S.E.E.D.	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Subway I	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Subway II	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
West End Alter	34	28	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
West Park	77	38	0	4	0	0	1	0	1	0	1	0	0	1	0	0	6	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
West Toronto	309	84	1	3	1	2	18	1	1	0	6	0	1	0	0	0	27	0	2	0	0	1	0	17	0	1	0	0	0	0	0	7	
Western Tech.	351	171	1	4	1	1	9	3	0	1	12	0	0	0	0	0	51	0	0	7	0	1	21	27	3	8	0	0	1	8	7	3	8
TOTAL	6542	3211	27	114	10	154	639	14	17	37	348	12	10	18	16	19	436	47	13	10	13	29	77	698	35	161	42	43	23	151	118	118	

¹Only languages reported by 10 or more Grade 9 students are included in this table.

TABLE 7
NUMBER OF GRADE 9 STUDENTS BY FIRST LANGUAGE¹ & TORONTO PUBLIC FEEDER SCHOOLS

School	No. of Students	English Only	French Only	English & French	Cambodian	Cantonese	Chinese	Czechoslovakian	German	Greek	Greek-Macedonian	Gujarati	Hebrew	Hindi	Hungarian	Italian	Korean	Laotian	Mandarin	Punjabi	Polish	Portuguese	Serbo-Croatian	Spanish	Tagalog & Pilipino	Ukrainian	Urdu	Vietnamese	No Information & Others
Al. Muir/Gladstone	54	19	0	0	0	0	2	0	0	0	0	0	0	0	0	2	0	0	0	0	0	31	0	0	0	0	0	0	0
Annette Street	54	28	0	1	0	0	3	0	0	6	0	0	0	0	0	3	1	0	0	1	2	3	0	0	0	0	1	0	5
Balm Beach	12	9	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Bedford Park	2	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bloorview	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deer Park	105	89	1	3	0	0	0	0	1	5	0	0	1	0	2	0	0	0	0	0	0	0	0	2	0	0	0	0	1
Earl Beatty	99	62	0	2	0	0	3	0	1	14	0	0	0	0	0	8	1	0	1	1	0	1	1	0	0	0	0	1	3
Earl Grey	258	101	1	5	0	7	42	0	0	79	3	1	0	1	0	10	1	0	0	1	0	1	2	1	0	0	0	2	2
Essex	101	28	0	0	0	1	9	0	1	21	0	0	0	0	0	17	1	0	3	0	0	14	0	5	0	0	0	1	0
Fairmount Park	152	106	0	1	0	1	15	1	1	11	0	0	0	0	1	4	0	0	0	0	0	2	0	0	2	0	1	0	6
Fern Avenue	78	31	0	0	0	0	2	1	0	1	0	1	0	0	0	1	2	0	0	0	16	8	6	0	0	4	2	1	2
Forest Hill	147	107	1	4	0	1	2	0	1	2	0	1	6	1	4	0	1	0	0	0	0	0	0	5	0	0	0	1	10
Gabrielle Roy	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Givins	86	10	0	1	0	1	7	0	0	0	0	0	0	0	0	7	0	0	0	0	1	51	1	4	2	0	1	0	0
Glen Ames	158	136	0	3	0	0	5	0	0	2	2	0	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	0	6
Glenview	241	202	0	8	0	0	0	0	3	9	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	3	0	0	13
Greenwood	52	3	0	0	0	9	26	0	0	3	0	0	0	0	0	0	1	0	2	0	1	0	0	0	0	0	0	7	0
Hodgson	83	62	0	1	0	1	3	1	2	3	0	0	1	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	6
Horizon	15	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jesse Ketchum	112	87	0	4	0	0	7	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	1	4	2	0	1	0	3

cont'd. . .

TABLE 7
NUMBER OF GRADE 9 STUDENTS BY FIRST LANGUAGE¹ & TORONTO PUBLIC FEEDER SCHOOLS
(continued)

School	No. of Students	English Only	French Only	English & French	Cambodian	Cantonese	Chinese	Czechoslovakian	German	Greek	Greek-Macedonian	Gujarati	Hebrew	Hindi	Hungarian	Italian	Korean	Laotian	Mandarin	Panjabi	Polish	Portuguese	Serbo-Croatian	Spanish	Tagalog & Pili- pino	Ukrainian	Urdu	Vietnamese	No Information & Others
Kent	194	64	1	0	1	3	17	0	0	23	0	5	0	3	0	15	0	2	0	1	0	36	3	9	0	0	4	4	3
King Edward	110	21	0	0	0	6	15	0	0	2	0	0	0	0	0	25	0	0	1	0	0	29	1	4	0	1	0	5	0
Lord Dufferin	74	47	2	2	0	4	11	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	2	0	0	0	3	0
Lord Lansdowne	119	23	0	2	0	9	62	0	0	1	0	0	0	0	0	1	1	0	0	0	0	12	5	1	1	0	0	1	0
Market Lane	12	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2
Maurice Cody	27	20	1	0	0	0	1	0	0	2	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Oster	122	63	0	2	0	1	1	0	0	10	0	1	0	1	0	12	1	1	0	7	1	10	1	4	0	0	2	1	3
Park	59	48	0	1	0	2	3	0	0	0	0	1	0	1	0	0	0	0	0	0	0	2	0	1	0	0	0	0	1
Parkdale	84	42	0	0	0	2	5	0	0	2	0	1	0	0	0	0	3	1	0	1	1	7	1	3	2	1	0	8	4
Queen Alexandra	123	63	0	1	0	11	36	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	7	0
Runnymede	91	42	0	1	0	0	7	1	5	8	0	0	0	0	0	0	0	0	0	0	1	6	0	0	0	10	3	0	7
Ryerson	87	24	0	0	0	1	28	0	0	1	0	0	0	0	0	0	0	2	0	0	1	19	0	5	0	0	0	6	0
Spectrum	26	26	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sunny View	8	7	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Swansea	79	49	0	1	0	0	1	0	1	4	0	0	0	0	0	0	1	0	0	0	7	0	1	1	0	1	0	0	12
Wandering Spirit	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Winchester	80	49	0	1	0	0	10	2	0	4	0	0	0	1	0	0	1	0	1	0	0	2	0	0	4	0	2	1	2
Winona	158	62	1	3	0	0	5	0	1	28	0	0	0	1	0	27	0	3	0	0	0	14	4	3	0	0	0	2	4
Woodfield	152	104	0	1	0	8	13	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	22
TOTAL	3422	1866	8	49	1	68	341	6	17	249	5	11	10	9	8	134	21	6	8	16	36	247	30	58	14	21	16	46	121

¹ Only languages reported by 10 or more Grade 9 students are included in this table.

TABLE 8

FLUENCY IN ENGLISH AND/OR FRENCH OF GRADE 9 STUDENTS
- SELF-REPORTED DATA (PERCENTAGES IN PARENTHESIS)

Fluency	English		French	
	Spoken	Written	Spoken	Written
Fluent	5251 (80.6%)	4721 (72.4%)	225 (3.5%)	227 (3.5%)
Fair	981 (15.1%)	1332 (20.4%)	2026 (31.1%)	1983 (30.4%)
Poor	210 (3.2%)	293 (4.5%)	2054 (31.5%)	1879 (28.8%)
None	26 (0.4%)	26 (0.4%)	1399 (21.5%)	1558 (23.9%)
No Information	49 (0.7%)	145 (2.2%)	813 (12.4%)	870 (13.3%)
TOTAL	6517 (100.0%)	6517 (99.9%)*	6517 (100.0%)	6517 (99.9%)*

*Does not equal 100% because of rounding.

"poor" category of 1.6% and the "none" category of 3.1%. A similar pattern exists for written French (-1.3% + 1.1% + 3.8%).

Table 9 reports the proportion of students reporting fluency in a language other than English or French. If this is compared with Table 5, it should be remembered that the proportions are not based on the same numbers since Table 5 excludes those who speak only English and/or French.

Race

The greatest change in the data on race is the increase in students of Asian descent, from 14.6% to 16.4% (and the decrease from 2.7% to 1.5% of students who reported "no information"). (See Table 10.)

The data on race were also analyzed by secondary school and Toronto public feeder school. Table 11 reports the data on race for each secondary school. These students were tracked back to the school they had attended the previous year and data for those who attended Toronto elementary schools are reported in Table 12. The data on race were also analyzed by region of birth. This information is summarized in Table 13.

TABLE 9

NUMBER OF GRADE 9 STUDENTS SPEAKING
A LANGUAGE OTHER THAN ENGLISH OR FRENCH FLUENTLY

Language	1983		1982	
	Number	Percent	Number	Percent
Afrikaans	3	0.0	2	0.0
Albanian	3	0.0	5	0.1
Arabic	2	0.0	4	0.1
Armenian	5	0.1	5	0.1
Bengali	2	0.0	1	0.0
Burmese	4	0.1	6	0.1
Cambodian	4	0.1	6	0.1
Cantonese	91	1.4	79	1.2
*Chinese	447	6.9	414	6.2
Cree	0	0.0	1	0.0
Croatian	15	0.2	7	0.1
Czechoslovakian	14	0.2	3	0.0
Danish	6	0.1	1	0.0
Dutch, Flemish	0	0.0	2	0.0
Egyptian	1	0.0	1	0.0
Estonian	5	0.1	4	0.1
Finnish	2	0.0	7	0.1
Gaelic	1	0.0	3	0.0
German	43	0.7	50	0.7
Greek	325	5.0	360	5.4
Greek, Macedonian	16	0.2	1	0.0
Gujarati	17	0.3	17	0.3
Hebrew	34	0.5	26	0.4
Hindi	15	0.2	13	0.2
Hungarian	18	0.3	23	0.3
Icelandic	0	0.0	1	0.0
Indian	3	0.0	5	0.1
Indian-N. American	1	0.0	0	0.0
*Italian	393	6.0	490	7.3
Jamaican, Creole Patois	12	0.2	33	0.5
Japanese	7	0.1	10	0.1
Kachi	1	0.0	1	0.0
Kannadese	0	0.0	1	0.0
Korean	31	0.5	32	0.5
Laotian	15	0.2	13	0.2
Latvian	6	0.1	8	0.1
Lithuanian	3	0.0	5	0.1
Macedonian	7	0.1	19	0.3
Malay	0	0.0	1	0.0
Malayalam	1	0.0	0	0.0

TABLE 9

NUMBER OF GRADE 9 STUDENTS SPEAKING
A LANGUAGE OTHER THAN ENGLISH OR FRENCH FLUENTLY
(continued)

Language	1983		1982	
	Number	Percent	Number	Percent
Maltese	14	0.2	14	0.2
Mandarin	20	0.3	18	0.3
Norwegian	1	0.0	0	0.0
Ojibwa	0	0.0	4	0.1
Panjabi	21	0.3	34	0.5
Persian	2	0.0	2	0.0
Polish	66	1.0	73	1.1
Portuguese	621	9.5	631	9.4
Romanian	4	0.1	3	0.0
Russian	5	0.1	4	0.1
Serbian	5	0.1	5	0.1
Serbo-Croatian	31	0.5	32	0.5
Sign Language	6	0.1	2	0.0
Slovak	1	0.0	0	0.0
Slovenian	5	0.1	1	0.0
Spanish	124	1.9	116	1.7
Swedish	5	0.1	1	0.0
Tagalog, Pilipino	32	0.5	28	0.4
Taiwanese	0	0.0	2	0.0
Tamil	1	0.0	0	0.0
Thai, Siamese, Pali	3	0.0	3	0.0
Turkish	4	0.1	3	0.0
Ukrainian	39	0.6	54	0.8
Urdu	25	0.4	20	0.3
Vietnamese	119	1.8	123	1.8
No Other Language Reported	3812	58.5	3779	56.5
TOTAL	6517	100.0	6690	100.0

TABLE 10

RACE OF GRADE 9 STUDENTS

Race	1983		1982	
	Number	Percent	Number	Percent
Black	460	7.1	444	6.6
White	4448	68.3	4609	68.9
Native Canadian	54	0.8	60	0.9
Asian Descent	1070	16.4	975	14.6
South Asian Descent	140	2.1	160	2.4
Other	245	3.8	264	3.9
No Information	100	1.5	178	2.7
TOTAL	6517	100.0	6690	100.0

TABLE 11

RACE OF GRADE 9 STUDENTS BY SECONDARY SCHOOL
(EXPRESSED AS A PERCENTAGE)

School	Number of Students	Black	White	Native Canadian	Asian	South Asian	Other	No Info.	TOTAL
Bickford Park C.I.	135	18.5	65.2	0.0	11.9	2.2	1.5	0.7	100.0
Bloor C.I.	171	5.8	49.7	0.6	21.6	12.3	9.4	0.6	100.0
Brockton H.S.	321	11.2	71.3	0.9	5.6	3.4	5.3	2.2	99.9*
Castle Frank H.S.	106	24.5	66.0	1.9	1.9	2.8	2.8	0.0	99.9*
Central Commerce	249	5.6	67.1	0.0	18.5	1.2	6.0	1.6	100.0
Central Tech.	496	9.5	68.1	0.8	11.5	1.4	6.7	2.0	100.0
City School	24	0.0	87.5	0.0	0.0	0.0	8.3	4.2	100.0
CONIACI	27	7.4	63.0	18.5	0.0	3.7	0.0	7.4	100.0
Danforth Tech.	344	9.6	74.4	1.2	10.8	1.5	2.6	0.0	100.1*
Eastdale C.I.	39	17.9	74.4	2.6	2.6	0.0	2.6	0.0	100.1*
Eastern Commerce	292	11.3	70.5	0.7	9.2	2.1	5.5	0.7	100.0
Forest Hill C.I.	168	1.8	83.9	0.0	10.1	3.6	0.6	0.0	100.0
Greenwood School	200	1.5	14.5	0.0	76.0	3.5	0.5	4.0	100.0
Harbord C.I.	270	2.2	40.0	0.0	51.9	0.4	3.7	1.9	100.1*
Heydon Park S.S.	92	18.5	78.3	1.1	1.1	0.0	1.1	0.0	100.1*
Humberside C.I.	259	3.9	81.5	0.4	9.3	0.4	3.1	1.5	100.1*
Inglennook School	8	0.0	75.0	0.0	0.0	12.5	0.0	12.5	100.0
Jarvis C.I.	284	4.9	47.2	0.4	41.2	1.4	4.9	0.0	100.0
Jarvis-French	47	2.1	87.2	0.0	4.3	2.1	4.3	0.0	100.0
Lakeview S.S	148	12.2	79.7	3.4	1.4	0.0	2.7	0.7	100.1*

TABLE 11

RACE OF GRADE 9 STUDENTS BY SECONDARY SCHOOL
(EXPRESSED AS A PERCENTAGE)

(continued)

School	Number of Students	Black	White	Native Canadian	Asian	South Asian	Other	No Info.	Total
Lawrence Pk. C.I.	243	1.6	89.3	0.4	2.9	0.8	2.1	2.9	100.0
Malvern C.I.	248	1.6	87.5	0.8	8.5	0.0	0.8	0.8	100.0
Monarch Park S. S.	184	6.5	73.4	2.7	12.0	1.6	2.7	1.1	100.0
North Toronto C.I.	301	1.7	83.1	0.0	7.3	1.0	2.0	5.0	100.1*
Northern S.S.	481	6.4	76.7	1.2	10.4	1.5	2.5	1.2	99.9*
Oakwood C.I.	197	10.7	75.6	0.0	4.6	3.6	4.1	1.5	100.1*
Parkdale C.I.	157	8.3	36.3	0.0	35.7	11.5	8.3	0.0	100.1*
Riverdale C.I.	239	1.3	34.3	0.0	55.6	2.5	5.9	0.4	100.0
S.E.L.D.	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
Subway Academy I	1	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0
Subway Academy II	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
West End Alternative	34	2.9	79.4	8.8	0.0	0.0	5.9	2.9	99.9*
West Park S.S.	77	14.3	77.9	5.2	1.3	1.3	0.0	0.0	100.0
West Toronto S.S.	309	6.1	75.4	0.6	12.3	1.3	3.9	0.3	100.1*
Western Tech.	349	8.9	81.1	0.3	4.3	2.3	2.9	0.3	100.1*
No Information	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
TOTAL	6503	7.1	68.4	0.8	16.5	2.2	3.8	1.3	100.1*

*Does not equal 100% because of rounding.

TABLE 12

GRADE 9 STUDENTS BY RACE AND TORONTO PUBLIC FEEDER SCHOOLS
(EXPRESSED AS A PERCENTAGE)

School	Number of Students	Black	White	Native Canadian	Asian	South Asian	Other	No Info.	Total
Alex. Muir/Gladstone	54	5.6	83.3	1.9	3.7	0.0	3.7	1.9	100.1*
Annette	53	9.4	75.5	0.0	7.5	3.8	1.9	1.9	100.0
Balmy Beach	12	0.0	83.3	8.3	8.3	0.0	0.0	0.0	99.9*
Bloorview	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
Deer Park	105	1.0	94.3	0.0	1.9	0.0	0.0	2.9	100.1*
Earl Beatty	99	9.1	73.7	1.0	11.1	3.0	2.0	0.0	99.9*
Earl Grey	258	8.9	59.3	0.0	21.3	1.9	8.1	0.4	99.9*
Essex	98	8.2	72.4	0.0	14.3	0.0	4.1	1.0	100.0
Fairmount Pk.	152	5.3	75.0	0.7	13.2	2.0	2.0	2.0	100.2*
Fern Avenue	78	1.3	84.6	1.3	6.4	3.8	0.0	2.6	100.0
Forest Hill	147	2.7	88.4	0.0	5.4	3.4	0.0	0.0	99.9*
Gabrielle Roy	4	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
Givins	86	2.3	81.4	0.0	10.5	0.0	5.8	0.0	100.0
Glen Ames	158	1.3	90.5	0.0	8.2	0.0	0.0	0.0	100.0
Glenview	241	0.8	89.2	0.4	2.9	0.4	2.5	3.7	99.9*
Greenwood	47	2.1	8.5	0.0	85.1	2.1	2.1	0.0	99.9*
Hodgson	83	3.6	84.3	0.0	8.4	1.2	1.2	1.2	99.9*
Horizon	15	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
Jesse Ketchum	112	8.9	74.1	1.8	9.8	0.9	3.6	0.9	100.0
Kent	194	12.9	61.9	0.0	12.9	8.2	4.1	0.0	100.0
King Edward	108	0.9	63.9	0.0	25.0	0.9	3.7	5.6	100.0
Lord Dufferin	114	1.8	26.3	0.0	71.1	0.0	0.9	0.0	100.1*

TABLE 12

GRADE 9 STUDENTS BY RACE AND TORONTO PUBLIC FEEDER SCHOOLS
(EXPRESSED AS A PERCENTAGE)
(continued)

School	Number of Students	Black	White	Native Canadian	Asian	South Asian	Other	Info.	Total
Lord Lansdowne	73	20.5	43.8	4.1	23.3	0.0	8.2	0.0	99.9*
Market Lane	12	16.7	66.7	0.0	8.3	8.3	0.0	0.0	100.0
Maurice Cody	27	0.0	81.5	0.0	7.4	0.0	3.7	7.4	100.0
Osler	122	26.2	53.3	0.8	3.3	8.2	7.4	0.8	100.0
Park	59	37.3	42.4	3.4	8.5	0.0	8.5	0.0	100.1*
Parkdale	84	11.9	34.5	1.2	26.2	17.9	7.1	1.2	100.0
Queen Alexandra	112	12.5	38.4	0.9	43.8	2.7	1.8	0.0	100.1*
Runnymede	91	5.5	79.1	1.1	9.9	1.1	2.2	1.1	100.0
Ryerson	85	8.2	37.6	0.0	44.7	0.0	8.2	1.2	99.9*
Spectrum	26	0.0	96.2	0.0	0.0	3.8	0.0	0.0	100.0
Sunny View	8	12.5	87.5	0.0	0.0	0.0	0.0	0.0	100.0
Swansea	79	6.3	84.8	0.0	6.3	0.0	1.3	1.3	100.0
Wandering Spirit	3	0.0	0.0	100.0	0.0	0.0	0.0	0.0	100.0
Winchester	80	16.3	50.0	0.0	21.3	2.5	10.0	0.0	100.1*
Winona	158	19.6	67.1	1.3	4.4	2.5	1.9	3.2	100.0
Woodfield	152	5.9	56.6	2.6	27.0	2.6	4.6	0.7	100.0
TOTAL	3390	8.1	67.3	0.8	16.6	2.4	3.5	1.2	99.9*

*Does not equal 100% because of rounding.

TABLE 13

RACE AND REGION OF BIRTH OF GRADE 9 STUDENTS
(EXPRESSED AS A PERCENTAGE)

Race	Number of Students	Ontario	Other Provinces	United States & Mexico	Unspec. Canada	South America	Caribbean Region	Europe	South East			South Asia	Oceania	South Africa	Central America	Middle East	Far East	No Info.	Total
									Asia	Europe	Asia								
Black	460	26.1	3.3	0.2	1.1	8.5	53.5	5.2	0.2	0.0	0.0	0.0	0.0	1.3	0.0	0.0	0.2	0.4	100.0
White	4448	73.0	5.2	1.5	0.2	2.0	0.2	16.5	0.1	0.1	0.0	0.0	0.0	0.4	0.2	0.2	0.1	0.2	99.9*
Native Canadian	54	79.6	13.0	1.9	1.9	0.0	0.0	1.9	0.0	1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	98.3*
Asian	1070	21.7	1.5	0.2	0.7	0.7	0.4	0.7	31.1	0.4	1.6	0.2	0.1	0.2	0.1	0.0	40.5	0.3	100.1*
South Asian	140	7.9	1.4	0.0	1.4	15.0	0.0	8.6	4.3	0.0	50.0	8.6	0.0	0.0	0.0	0.0	2.1	0.7	100.0
Other	245	30.2	1.6	0.0	0.4	32.7	9.0	10.6	2.0	0.0	1.6	2.0	2.4	0.0	0.8	6.1	0.4	0.4	99.8*
No In- formation	86	53.5	8.1	1.2	1.2	10.5	1.2	4.7	3.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.5	12.8	100.2*
TOTAL	6501	58.0	4.3	1.1	0.4	3.8	4.4	12.5	5.4	0.2	1.4	0.7	0.2	0.7	0.2	0.2	7.0	0.4	100.0

*Does not equal 100% because of rounding.

Family Structure

Once again the data show that over a quarter of the Grade 9 students do not live with both parents. Indeed, only 69.9% live with both parents and 20.0% live with their mother only. Students living with a relative who is a guardian were classed under "Guardian" (see Table 14).

Socioeconomic Status Based on Occupational Categories

The students' socioeconomic status (SES) was assessed based on their parents' occupations. As in previous studies, Blishen's Indexes for males and females (Blishen & McRoberts, 1976 and Blishen & Carroll, 1978) were used for coding occupations. They are based on weighted averages of each occupation's income and education. The scale was then collapsed into five categories. (See Wright and Dhanota, 1981, pp. 29-31.) Examples of some of the occupations in each SES category are reported in the first two tables. The five Occupational Categories are in rank order starting with Category 2 which includes many occupations that, on the average, have low income and low education. As one moves "up the occupational ladder" to Categories 5 and 6, one finds

TABLE 14

FAMILY STRUCTURE OF GRADE 9 STUDENTS

Family Structure	1983		1982	
	Number	Percent	Number	Percent
Both Parents	4554	69.9	4831	72.2
Mother Only	1301	20.0	1237	18.5
Father Only	222	3.4	224	3.3
Guardian	222	3.4	207	3.1
Group Home	57	0.9	68	1.0
Independent	48	0.7	45	0.7
Relatives & Friends	3	0.0	0	0.0
No Information	110	1.7	78	1.2
TOTAL	6517	100.0	6690	100.0

occupations which have, on the average, high education and high income. Category 1 is NOT part of this ordered series. It includes pensioners, students, homemakers, the retired and the unemployed. There is no valid way of classifying these parents within the above-mentioned occupational scale. These parents are not grouped with those about whom we have no information. A handful of students reported their parents as self-employed but provided no other details. Conversely, some of the occupations reported will include people who are self-employed. A considerable number of students provided no information about their parents' occupations.

There have been quite a few modest changes although the general distribution of students from the different socioeconomic backgrounds seems similar from 1982 to 1983; there is an increase in the proportion of students from the higher categories. Tables 15 and 16 present the SES data for fathers and mothers. (Comparative data for 1982 and 1983 for both single-parent families and two-parent families are listed.) There is an increase in the proportions of students with fathers in the upper two occupational categories. Similarly, for the mothers' occupations, there are increased proportions of students with mothers in the upper two occupational categories. While the

TABLE 15

SOCIOECONOMIC STATUS BASED ON FATHER'S OCCUPATION
(EXPRESSED AS A PERCENTAGE)

SES Category	Blisshen's Index Values	Illustrative Occupations	Student Lives With Both Parents		Student Lives With Father Only	
			1983 %	1982 %	1983 %	1982 %
1		pensioner, student, retired, unemployed.	7.8	7.8	8.4	10.7
2	18-32	newsboy, labourer, truck driver, waiter, carpenter, orderly, door-to-door salesman.	36.5	36.1	24.8	20.1
3	33-40	shipping clerk, welder, referee, dancer, engraver, hotel manager, teller, cashier.	9.4	6.5	4.1	6.7
4	41-54	mail carrier, musician, typist, athlete, most foremen, many supervisors, real estate sales, minister, tool & die occupa- tions, physiotherapist.	10.8	12.2	15.8	17.9
5	55-65	social worker, writer, editor, draftsman, psychologist, many managers, elementary school teacher.	8.5	6.0	13.1	12.5
6	66-75	chemist, pilot, accountant, secondary school teacher, lawyer, physician.	12.0	10.1	16.7	10.3
None		self-employed, no informa- tion, not codable.	15.1	21.3	17.1	21.9
TOTAL			100.1*	100.0	100.0	100.0
(Number of Students)			(4554)	(4831)	(222)	(224)

Only first two digits of Blisshen's values were used for coding.

*Does not equal 100% because of rounding.

TABLE 16

SOCIOECONOMIC STATUS BASED ON MOTHER'S OCCUPATION
(EXPRESSED AS A PERCENTAGE)

SES Category	Blisshen's Index Values	Illustrative Occupations	Student Lives With Both Parents		Student Lives With Mother Only	
			1983 %	1982 %	1983 %	1982 %
1		homemaker, unemployed, student, pensioner, retired.	28.1	29.3	23.6	25.7
2	20-33	charwoman, chambermaid, baby- sitter, hairdresser, sewing machine operator.	30.1	29.3	16.7	17.4
3	34-45	cashier, typist, bookkeeper, nursing assistant, bank clerk.	10.1	7.2	12.5	11.0
4	46-57	secretary, actress, statistical clerk.	6.3	7.0	13.5	12.5
5	58-66	physiotherapist, community college teacher, personnel officer, police- woman, nurse.	5.2	3.9	9.0	8.2
6	67-87	university professor, elementary school teacher, secondary school teacher, social worker, psychol- ogist, physician, lawyer.	4.2	2.7	7.8	5.0
None		self-employed, no information, not codable.	16.2	20.5	16.9	20.2
TOTAL			100.2*	100.0	100.0	100.0
(Number of Students)			(4554)	(4831)	(1301)	(1237)

Only the first two digits of Blisshen's values were used for coding.

*Does not equal 100% because of rounding.

reader may wish to note other shifts.

In Table 17, the proportions of Tables 15 and 16 are recalculated excluding students for whom no codable information was available. This, of course, assumes that the students who did not provide information were distributed in a similar fashion to those students who did. Several factors might be responsible for the increases in the upper categories. The most likely explanation is that the changes merely reflect the normal variation which can be expected in a population. The other two possible explanations relate to demographic trends. If there was a decrease in the birth rate among the lower occupational categories, or if the lower-income population was moving out of the city and the higher income population remained stable or had more children and moved into the city, such changes could occur. Occupations such as those listed in categories 5 and 6 usually require lengthy training.

Tables 18 to 21 show the parents' SES status subdivided by the region of birth for the students. A useful way to identify anomalies is to use the percentage for TOTAL as a reference figure. For some regions, particularly in the data for single-parent families, there are too few students to allow any general comments. The most dramatic data in Table 18 is that for

TABLE 17

SOCIOECONOMIC STATUS BASED ON PARENTS' OCCUPATION
EXCLUDING "NO INFORMATION" FROM CALCULATING FOR PERCENTAGES
(EXPRESSED AS PERCENTAGES)

SES Category	Both Parents Present				Single-Parent Family			
	Father		Mother		Father		Mother	
	1983 %	1982 %	1983 %	1982 %	1983 %	1982 %	1983 %	1982 %
1	9.2	10.0	33.5	36.9	10.3	13.7	28.4	32.2
2	43.0	45.6	35.9	36.8	29.9	25.7	20.1	21.8
3	11.0	8.3	12.0	9.1	4.9	8.6	15.1	13.8
4	12.7	15.5	7.5	8.8	19.0	22.9	16.2	15.7
5	10.0	7.6	6.2	4.9	15.8	16.0	10.8	10.2
6	14.1	12.8	5.0	3.4	20.1	13.1	9.4	6.3
TOTAL	100.0	99.8*	100.1*	99.9*	100.0	100.0	100.0	100.0
Number	3866	3804	3818	3841	184	175	1081	987
Number with No Info	688	1027	736	990	38	49	220	250

*Does not equal 100% because of rounding.

TABLE 18

REGION OF BIRTH AND SOCIOECONOMIC STATUS BASED ON
FATHER'S OCCUPATION - STUDENT LIVES WITH BOTH PARENTS

Region of Birth	Number	SES Categories						No Info. %	Total %
		1 %	2 %	3 %	4 %	5 %	6 %		
Ontario	2662	6.0	33.2	9.7	12.4	11.0	14.8	12.8	99.9*
Other Provinces	151	5.3	11.9	9.9	13.9	13.9	29.1	15.9	99.9*
U.S. & Mexico	33	3.0	9.1	3.0	18.2	12.1	48.5	6.1	100.0
Unspecified Not Canada	21	19.0	23.8	19.0	9.5	0.0	4.8	23.8	99.9*
South America	174	8.6	36.2	16.1	6.3	2.9	5.7	24.1	99.9*
Central America	10	20.0	40.0	10.0	10.0	0.0	0.0	20.0	100.0
Caribbean	140	7.1	40.7	14.3	4.3	3.6	3.6	26.4	100.0
Europe	675	7.3	56.3	8.3	7.6	4.1	5.2	11.3	100.1*
Middle East	7	0.0	0.0	14.3	14.3	28.6	42.9	0.0	100.1*
Far East	356	13.5	44.4	5.6	10.7	5.1	2.0	18.8	100.1*
South East Asia	199	22.6	29.1	6.0	3.0	1.0	3.0	35.2	99.9*
Oceania	7	0.0	14.3	0.0	42.9	0.0	42.9	0.0	100.1*
South Asia	71	12.7	23.9	12.7	15.5	5.6	4.2	25.4	100.0
Africa	36	5.6	22.2	5.6	5.6	8.3	44.4	8.3	100.0
No Information	12	25.0	41.7	0.0	8.3	8.3	8.3	8.3	99.9*
TOTAL	4554	7.8	36.5	9.4	10.8	8.5	12.0	15.1	100.0

*Does not equal 100% because of rounding.

TABLE 19

REGION OF BIRTH AND SOCIOECONOMIC STATUS BASED ON
MOTHER'S OCCUPATION - STUDENT LIVES WITH BOTH PARENTS

Region of Birth	Number	SES Categories						No Info. %	Total %
		1 %	2 %	3 %	4 %	5 %	6 %		
Ontario	2662	30.1	23.0	11.9	8.1	6.1	5.5	15.4	100.1*
Other Provinces	151	29.1	13.2	13.9	11.3	7.3	4.6	20.5	99.9*
U.S. & Mexico	33	18.2	18.2	9.1	21.2	9.1	21.2	3.0	100.0
Unspecified, Not Canada	21	28.6	42.9	0.0	0.0	9.5	0.0	19.0	100.0
South America	174	16.1	42.5	9.2	3.4	2.9	3.4	22.4	99.9*
Central America	10	40.0	20.0	10.0	0.0	0.0	0.0	30.0	100.0
Caribbean	140	16.4	30.7	17.1	2.1	7.9	2.1	23.6	99.9*
Europe	675	27.4	47.9	3.4	3.4	3.1	1.9	12.9	100.1*
Middle East	7	71.4	0.0	0.0	0.0	14.3	0.0	14.3	100.0
Far East	356	21.9	48.9	7.9	2.0	2.0	1.1	16.3	100.1*
South East Asia	199	35.7	31.2	4.0	0.5	2.5	0.5	25.6	100.0
Oceania	7	14.3	14.3	0.0	14.3	14.3	14.3	28.6	100.1*
South Asia	71	22.5	42.3	14.1	1.4	2.8	0.0	16.9	100.0
Africa	36	19.4	25.0	16.7	11.1	16.7	5.6	5.6	100.1*
No Information	12	33.3	41.7	0.0	0.0	0.0	0.0	25.0	100.0
TOTAL	4554	28.1	30.1	10.1	6.3	5.2	4.2	16.2	100.0

*Does not equal 100% because of rounding.

TABLE 20

REGION OF BIRTH AND SOCIOECONOMIC STATUS BASED ON
FATHER'S OCCUPATION - STUDENT LIVES WITH FATHER ONLY

Region of Birth	Number	SES Categories						No Info. %	Total %
		1 %	2 %	3 %	4 %	5 %	6 %		
Ontario	135	6.7	25.2	3.7	20.0	12.6	21.5	10.4	100.1*
Other Provinces	17	5.9	5.9	5.9	17.6	29.4	17.6	17.6	99.9*
U.S. & Mexico	5	0.0	0.0	0.0	0.0	40.0	40.0	20.0	100.0
South America	11	9.1	45.5	18.2	0.0	9.1	0.0	18.2	100.1*
Caribbean	6	0.0	50.0	0.0	33.3	16.7	0.0	0.0	100.0
Europe	21	4.8	28.6	0.0	14.3	14.3	14.3	23.8	100.1*
Far East	9	22.2	22.2	11.1	0.0	0.0	0.0	44.4	99.9*
South East Asia	15	33.3	13.3	0.0	0.0	0.0	0.0	53.3	99.9*
South Asia	1	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0
Africa	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
No Information	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
TOTAL	222	8.6	24.8	4.1	15.8	13.1	16.7	17.1	100.2*

*Does not equal 100% because of rounding.

TABLE 21

REGION OF BIRTH AND SOCIOECONOMIC STATUS BASED ON
MOTHER'S OCCUPATION - STUDENT LIVES WITH MOTHER ONLY

Region of Birth	Number	SES Categories						No Info. %	Total %
		1 %	2 %	3 %	4 %	5 %	6 %		
Ontario	819	23.1	12.1	13.7	16.5	9.4	9.4	15.9	100.1*
Other Provinces	90	23.3	8.9	13.3	21.1	12.2	10.0	11.1	99.9*
U.S. & Mexico	30	10.0	0.0	16.7	26.7	26.7	10.0	10.0	100.1*
South America	44	38.6	25.0	18.2	6.8	0.0	0.0	11.4	100.0
Central America	4	25.0	0.0	0.0	0.0	25.0	25.0	25.0	100.0
Caribbean	114	10.5	37.7	12.3	2.6	5.3	1.8	29.8	100.0
Europe	93	24.7	30.1	7.5	4.3	10.8	7.5	15.1	100.0
Middle East	3	0.0	33.3	33.3	0.0	33.3	0.0	0.0	99.9*
Far East	41	26.8	34.1	9.8	0.0	4.9	0.0	24.4	100.0
South East Asia	40	52.5	22.5	0.0	0.0	0.0	0.0	25.0	100.0
Oceania	4	0.0	25.0	0.0	50.0	0.0	25.0	0.0	100.0
South Asia	8	75.0	0.0	0.0	0.0	12.5	12.5	0.0	100.0
Africa	2	50.0	0.0	0.0	0.0	0.0	0.0	50.0	100.0
No Information	9	22.2	33.3	0.0	11.1	0.0	11.1	22.2	99.9*
TOTAL	1301	23.6	16.7	12.5	13.5	9.0	7.8	16.9	100.0

*Does not equal 100% because of rounding.

students born in the other Canadian provinces, U.S.A. and Mexico and Africa, a relatively large proportion have fathers in the upper occupational categories. (Regions with small numbers, i.e. Central America, Middle East, Oceania and "No Information" are not mentioned). By contrast, a relatively large proportion of those born in Europe and the Far East have parents in the lower occupational category (category 2). Also worth noting is the relatively large proportion of fathers of students born in South East Asia who are in occupational category 1 -- this is in addition to a large percentage for whom there was no information reported. Similar examinations can be made of the data in Tables 19-21. Table 22 shows the relationship of mother's occupation to father's occupation. A clear, modest relationship is evident. First it can be noted that those fathers who are not employed (including those who receive pensions, compensation allowances, etc.) are the most likely to have spouses who are in occupational category 1 (which includes homemakers), 44.8% compared to less than 30% for the other occupational categories. It is also interesting to note that fathers in the lowest occupational category (category 2) are the most likely to have spouses who are not employed (approximately 30%); whereas, those in the highest occupational category (category 6) are the least likely to have spouses who are not employed (approximately 25%).

Forty-nine per cent of the fathers in occupational category 2 have spouses who are in in occupational category 2 and only 0.4%

TABLE 22

THE RELATIONSHIP OF MOTHER'S OCCUPATION TO FATHER'S
OCCUPATION EXPRESSED IN PERCENTAGES
(N in parenthesis)

Mother's Occupational Categories	N	Mother's Occupational Categories							TOTAL %
		SES 1 %	SES 2 %	SES 3 %	SES 4 %	SES 5 %	SES 6 %	No Info. %	
(SES) 1	(355)	44.8	32.7	3.9	3.9	2.5	1.4	10.7	99.9*
(SES) 2	(1662)	29.7	49.0	6.6	1.7	1.4	0.4	11.3	100.1*
(SES) 3	(426)	27.7	39.4	12.2	5.4	2.8	1.4	11.0	99.9*
(SES) 4	(491)	28.1	19.8	24.4	9.0	6.7	2.4	9.6	100.0
(SES) 5	(387)	26.1	10.3	10.1	16.0	16.0	9.3	12.1	99.9*
(SES) 6	(545)	24.8	3.9	11.2	15.4	12.8	18.7	13.2	100.0
Info.	(688)	19.3	16.6	9.2	4.4	4.1	3.2	43.3	100.1*
TOTAL	(4554)	(1278)	(1370)	(458)	(285)	(237)	(190)	(736)	
Percentages		28.1	30.1	10.1	6.3	5.2	4.2	16.2	100.2*

Does not equal 100% because of rounding.

have spouses in category 6; whereas, of the fathers in occupational category 6, (professionals, etc.) only 3.9% have spouses in occupational category 2 and 18.7% have spouses in occupational category 6.

Race and Family Structure

Table 23 presents the family structure data by race. The percentages here show some variations from year to year but the general pattern remains the same. The most variation from 1982 to 1983 is among the Native Canadians where there are very few students; less than half of the students who identify themselves as Blacks or Native Canadians come from families where both parents are present. Once again, the Asian and South Asian students are the most likely to be living with guardians, 9.0% and 8.0% respectively this year.

Levels of Study

In Toronto secondary schools, subjects are offered at various levels of difficulty. In 1983, these levels ranged from Modified to Basic, General and Advanced. Students were asked to indicate the levels at which they were taking the majority of their courses. (It should be noted that the new program of studies, Ontario Schools - Intermediate and Senior (O.S.I.S.) will have had no direct effect on these students who entered Grade 9 in 1983; the Advanced level courses are taken for admission to Grade 13 and an honours secondary school graduation diploma.)

TABLE 23

RACE AND FAMILY STRUCTURE OF GRADE 9 STUDENTS

Race	No.	Both Parents %	Father Only %	Mother Only %	Guard- ian %	Group Home %	Inde- pendent %	No Info. %	Total %
Black	458	49.1	4.1	40.8	4.1	0.4	0.9	0.4	99.8*
White	4415	72.0	3.7	21.2	1.8	0.6	0.5	0.2	100.0
Native Canadian	54	35.2	5.6	46.3	5.6	5.6	0.0	1.9	100.2*
Asian	1058	75.6	2.1	9.5	9.0	1.6	1.3	0.7	100.1*
South Asian	137	77.4	0.7	9.5	8.0	2.2	1.5	0.7	100.0
Other	237	77.2	3.4	13.1	4.6	0.8	0.8	0.0	99.9*
No Info.	77	48.1	5.2	13.0	3.9	5.2	3.9	20.8	100.1*
TOTAL	6436	70.7	3.4	20.2	3.4	0.9	0.7	0.5	100.0

*Does not equal 100% because of rounding.

Table 24 shows the data for both male and female students comparing the year 1982 with the year 1983. Once again, there was an increase in the proportion of students taking Advanced level courses (56.9% to 57.8%) accounted for entirely by females. There was a decrease in the proportions taking Modified (3.4% to 2.8%) and Basic (13.4% to 11.7%) level courses. The males increased their proportion in the General level courses. This increase in the proportion in the Advanced level courses has continued for four years as has the decrease in the proportion in the Basic level courses. As in previous years, ESL students who were not yet studying at a particular level, and students for whom there was no information, are not included in this table.

There are basically four sources of students who are in Grade 9. One group comes from Grade 8 in the Toronto public schools, a second group comes from Grade 8 in the Separate schools and a third group, most of whom are repeating courses, were in a Toronto secondary school the previous year. The fourth group called "others" consists primarily of students new to the Toronto school system. (See Table 25.)

Patterns are generally similar to those of last year's except there has been a reduction in the proportion of students in Modified programs who came from Toronto secondary schools.

TABLE 24

LEVEL OF STUDY BY SEX - GRADE 9 STUDENTS

Year	Sex	Number	Level of Study				Total %
			Modified %	Basic %	General %	Advanced %	
1983	Male	3205	2.7	14.9	30.5	52.0	100.1*
	female	2896	2.8	8.3	24.8	64.2	100.1*
	TOTAL	6101	2.8	11.7	27.7	57.8	100.0
1982	Male	3364	4.3	15.2	28.1	52.5	100.1*
	Female	2995	2.4	11.3	24.4	61.9	100.0
	TOTAL	6359	3.4	13.4	26.3	56.9	100.0

*Does not equal 100% because of rounding.

TABLE 25

FEEDER SCHOOL AND LEVEL OF STUDY

Feeder School	Number	Level of Study					Total %
		Modified %	Basic %	General %	Advanced %	No Info. %	
Toronto Public Schools	3402	2.1	8.3	21.8	63.7	4.0	99.9*
Separate Schools	930	3.8	14.1	34.1	46.0	2.0	100.0
Toronto Secondary Schools	808	1.5	13.0	35.8	32.3	17.5	100.1*
Other/No Information	1377	3.5	14.3	25.1	48.5	8.6	100.0
TOTAL	6517	2.6	11.0	26.0	54.1	6.4	100.1*

*Does not equal 100% because of rounding.

In the tables and sections which follow, level of study is examined in relationship to other variables such as whether English is a first language, place of birth, race and socioeconomic status.

First Language, Immigrant Status and Level of Study

For this analysis, first language and immigrant status have been collapsed into four categories according to whether or not English and/or French is the first language and whether or not the student was born in Canada. The four categories and their proportions are presented in Table 26.

Table 27 presents the level of study for these students. As in previous years, students who were born in Canada and whose first language is a language other than English and/or French are the most likely to be taking Advanced level courses and the least likely to be taking Modified or Basic courses. The same four background categories (language and immigration) were examined further, controlling for occupational status. This was done by looking only at students whose parents are in occupational

TABLE 26

CATEGORIES USED TO GROUP STUDENTS
BY FIRST LANGUAGE AND COUNTRY OF BIRTH

Category Number	Category Description	Percentage of Students 1983	Percentage of Students 1982
1	Students born in Canada, with English and/or French as first language(s).	40.8	42.0
2	Students born in Canada with language(s) other than English and/or French. (Note: this means that a student reporting both English and, for example, Italian as first languages would be placed in this category.)	21.8	22.2
3	Students not born in Canada with English and/or French as first language(s).	11.1	11.2
4	Students not born in Canada with first language(s) other English and/or French.	26.3	24.6
TOTAL		100.0	100.0

TABLE 27

LEVEL OF STUDY OF GRADE 9 STUDENTS
CATEGORIZED AS TO WHETHER OR NOT STUDENT WAS BORN IN CANADA
AND WHETHER OR NOT ENGLISH AND/OR FRENCH WAS THEIR FIRST LANGUAGE

Background Categories	Number	Level of Study					Total %
		Modified %	Basic %	General %	Ad- vanced %	No Info. %	
<u>1983</u>							
1-Born in Canada Eng/Fr first language	2632	2.8	10.5	27.2	56.7	2.8	100.0
2-Born in Canada Eng/Fr not first language	1408	1.3	8.3	25.1	62.3	3.0	100.0
3-Not born in Canada Eng/Fr first language	716	3.2	15.6	26.4	49.4	5.3	99.9*
4-Not born in Canada Eng/Fr not first language	1696	2.7	12.0	24.8	45.9	14.6	100.0
TOTAL	6452	2.5	11.0	26.0	54.3	6.2	100.0
<u>1982</u>							
1-Born in Canada Eng/Fr first language	2693	3.2	13.9	24.1	57.6	1.2	100.0
2-Born in Canada Eng/Fr not first language	1423	0.8	7.6	28.0	62.5	1.1	100.0
3-Not born in Canada Eng/Fr first language	717	3.2	16.7	28.9	49.4	1.8	100.0
4-Not born in Canada Eng/Fr not first language	1576	5.7	15.2	25.6	51.1	2.4	100.0
TOTAL	6409	3.3	13.1	25.9	56.2	1.5	100.0

*Does not equal 100% because of rounding.

category 2 (see Table 28). In these data, it is very clear that students for whom English or French is a first language are the most likely to be studying at the General and Basic level courses. This is true regardless of country of birth.

In looking specifically at students born in another country, it is possible to control for age on arrival, (see Table 29). Three groups are considered: those who arrived at age 6 or younger; those who were 7 to 11 years old on arrival and those who were 12 or older on arrival. For the group who have been in Canada longest, those who arrived speaking English and/or French as the first language are the most likely to be studying courses at the Advanced level. In the other groups, those for whom English and/or French are a second language, are more likely to be studying at the Advanced level and less likely to be studying at the Basic and Modified levels.

Many of the immigrant students who are identified as speaking English and/or French as a first language were born in the Caribbean. It could be hypothesized that matters such as dialect do not represent as significant a problem for those youngsters who have immigrated at an early age as infants and pre-schoolers, in comparison with those who have immigrated when they were of school age.

Table 30 presents the data on level of study by region of birth. For those regions with 50 or more students we see

TABLE 28

IMMIGRANT STATUS AND LEVEL OF STUDY FOR STUDENTS
WHOSE PARENTS ARE IN SOCIOECONOMIC STATUS CATEGORY 2

Background Categories	Number	Level of Study					Total %
		Modified %	Basic %	General %	Advanced %	No Info. %	
Both Parents in SES Category 2							
1	82	6.1	14.6	42.7	32.9	3.7	100.0
2	268	1.1	7.8	26.5	62.3	2.2	99.9*
3	66	1.5	18.2	47.0	28.8	4.5	100.0
4	354	4.2	16.4	31.6	45.5	2.3	100.0
TOTAL	770	3.1	13.4	32.3	48.6	2.6	100.0
Single-Parent - Mother in SES Category 2							
1	70	7.1	25.7	37.1	30.0	0.0	99.9*
2	34	2.9	2.9	29.4	64.7	0.0	99.9*
3	52	3.8	32.7	44.2	15.4	3.8	99.9*
4	50	10.0	12.0	38.0	36.0	4.0	100.0
TOTAL	206	6.3	20.4	37.9	33.5	1.9	100.0

*Does not equal 100% because of rounding.

TABLE 29

AGE ON ARRIVAL AND LEVEL OF STUDY FOR STUDENTS NOT BORN
IN CANADA: CATEGORIZED BY WHETHER OR NOT ENGLISH
AND/OR FRENCH WAS THEIR FIRST LANGUAGE

Age on Arrival	First Language	Number	Level of Study					Total %
			Modified %	Basic %	General %	Advanced %	No Info. %	
1-6	Eng and/or Fr	163	1.8	9.2	20.2	66.3	2.5	100.0
	Another Language	355	2.4	10.1	30.4	56.1	0.9	99.9*
7-11	Eng and/or Fr	166	3.0	12.7	25.9	56.0	2.4	100.0
	Another Language	272	1.1	12.5	19.1	64.7	2.6	100.0
12+	Eng and/or Fr	148	4.7	24.3	29.1	32.4	9.5	100.0
	Another Language	467	1.5	11.3	31.9	50.3	4.9	99.9*
TOTAL	Eng and/or Fr	477	3.1	15.1	24.9	52.2	4.6	99.9*
	Another Language	1074	1.7	11.3	28.2	55.8	3.1	100.1*

*Does not equal 100% because of rounding.

TABLE 30

REGION OF BIRTH AND LEVEL OF STUDY OF GRADE 9 STUDENTS

Region of Birth	Number	Level of Study					Total %
		Modified %	Basic %	General %	Advanced %	No Info. %	
Ontario	3777	2.3	9.5	26.9	58.5	2.8	100.0
Other Provinces	282	2.1	13.5	20.2	60.3	3.9	100.0
U.S. and Mexico	73	1.4	1.4	15.1	80.8	1.4	100.1*
Unspecified (not Canada)	29	13.8	0.0	34.5	41.4	10.3	100.0
South America	245	3.7	17.6	31.8	40.4	6.5	100.0
Central America	16	0.0	0.0	18.8	50.0	31.3	100.1*
Caribbean	284	4.9	25.4	29.6	33.5	6.7	100.1*
Europe	810	4.6	18.3	33.6	40.0	3.6	100.1*
Middle East	11	0.0	0.0	18.2	63.6	18.2	100.0
Far East	458	0.2	4.1	12.0	59.6	24.0	99.9*
South East Asia	356	0.8	5.9	23.3	44.7	25.3	100.0
Oceania	11	0.0	0.0	18.2	81.8	0.0	100.0
South Asia	91	1.1	14.3	8.8	68.1	7.7	100.0
Africa	44	2.3	0.0	18.2	70.5	9.1	100.1*
No Information	30	13.3	13.3	13.3	23.3	36.7	99.9*
TOTAL	6517	2.6	11.0	26.0	54.1	6.4	100.1*

1 See note under Table 1 for source of classification.

*Does not equal 100% because of rounding.

that the ones with the highest proportions in Basic and Modified programs are those born in the Caribbean or Europe. Students born in the U.S. and Mexico have the highest proportions in Advanced programs. The reader should compare this to Table 18 which relates region of birth to father's SES.

Finally, Table 31, which shows data on race, is consistent with the previous data showing that students who identified themselves as Blacks are less likely to be studying at the Advanced level and the most likely to be taking Basic level courses. In this particular table, it can also be seen that the Native Canadian students are the least likely to be studying at the Advanced level and the most likely to be studying at the Basic level. As in previous years, the group with the largest proportion studying at the Advanced level are the Asian students.

Family Structure and Level of Study

The student's level of study was examined in relation to the data on family structure. Students who come from two-parent homes, and homes where the single parent is the father, are the most likely to be studying at the Advanced level. (See Table 32.) The data were re-examined controlling for parents' occupations

TABLE 31

RACE AND LEVEL OF STUDY OF GRADE 9 STUDENTS

Race	Number	Level of Study					Total %
		Modified %	Basic %	General %	Advanced %	No Info. %	
Black	460	5.0	22.4	30.7	36.1	5.8	100.0
White	4448	2.9	11.3	28.4	54.0	3.4	100.0
Native Canadian	54	3.7	27.8	48.1	20.4	0.0	100.0
Asian	1070	0.5	3.9	14.5	62.3	18.8	100.0
South Asian	140	1.4	13.6	19.3	57.9	7.9	100.1*
Other	245	0.4	10.2	27.3	58.8	3.3	100.0
No Information	86	0.0	10.5	14.0	59.3	16.3	100.1*
TOTAL	6503	2.5	11.0	26.0	54.1	6.4	100.0

*Does not equal 100% because of rounding.

TABLE 32

FAMILY STRUCTURE AND LEVEL OF STUDY OF GRADE 9 STUDENTS

Family Structure	Number	Level of Study					Total %
		Modified %	Basic %	General %	Advanced %	No Info. %	
Both Parents	4554	2.2	9.9	24.9	57.3	5.8	100.1*
Father Only	222	2.3	10.4	23.9	58.6	5.0	100.2*
Mother Only	1301	3.8	14.1	29.7	47.3	5.1	100.0
Guardian	222	4.5	13.5	27.9	36.9	17.1	99.9*
Group Home	57	1.8	19.3	26.3	40.4	12.3	100.1*
Independent	48	0.0	14.6	37.5	22.9	25.0	100.0
Relatives and Friends	3	0.0	0.0	0.0	66.7	33.3	100.0
No Information	35	0.0	20.0	25.7	20.0	34.3	100.0
TOTAL	6442	2.5	11.1	26.0	54.0	6.3	99.9*

*Does not equal 100% because of rounding.

(see Table 33). In this table, we are examining only those students whose parents are in occupational category 2. We can see here a relationship between level of study and whether one comes from a family where both parents are present as opposed to a single-parent family. Students from a mother-only family are less likely to be studying at an Advanced level than students from a father-only family. The order for these two groups is reversed from last year: the data for students from intact families remain essentially the same as that of last year, although there is a slight decrease in the proportions studying at the Modified and Basic levels and a slight increase in the proportions studying at the Advanced level.

Socioeconomic Status and Level of Study

Once again the relationship between level of study and socioeconomic status of the students' parents, provides a dramatic picture. We also see that the proportion of students enrolling in Basic and Modified is reducing and the proportion of students enrolled in Advanced courses is increasing.

TABLE 33

FAMILY STRUCTURE AND LEVEL OF STUDY FOR
SOCIOECONOMIC STATUS CATEGORY 2 ONLY

Family Structure	Number	Level of Study					Total %
		Modified %	Basic %	General %	Advanced %	No Info. %	
Both Parents Present							
Father	1602	3.1	14.5	33.0	46.6	2.7	99.9*
Mother	1315	2.7	13.8	31.6	49.7	2.3	100.1*
Father and Mother ^a	772	3.1	13.3	32.4	48.6	2.6	100.0
Father Only	55	3.6	18.2	29.1	43.6	5.5	100.0
Mother Only	209	6.2	20.1	38.3	33.5	1.9	100.0

^a

Note that for this row, both father and mother are in occupational category 2.

*Does not equal 100% because of rounding.

Table 34 shows the relationship of level of study to father's occupation when both parents are present. Table 35 shows the relationship to mother's occupation, both parents present. Table 36 shows the relationship to father's occupation, with father-only present and Table 37 shows the relationship to mother's occupation, with mother-only present.

In every case, there is a clear pattern which shows that students with parents in the upper occupational category are almost twice as likely to be taking their courses at the Advanced level as students whose parents are in the lowest occupational category. There is a parallel decline in the proportions in Modified and Basic levels: although the pattern has some minor fluctuations where there are only a few students in a group, as in some categories in the father-only families, the patterns are strong but not even; for example, looking at father's occupation, (student lives with both parents), there is a similarity between the distributions in categories 2 and 3 and there is a major shift of the pattern in category 4. Looking at mother's occupation (student lives with both parents), there are distinct shifts in the pattern of proportions when moving from category 2 to 3 and category 3 to 4 and the distribution of proportions in categories 4, 5 and 6 seem more similar.

TABLE 34

LEVEL OF STUDY AND SOCIOECONOMIC STATUS BASED ON
FATHER'S OCCUPATION: STUDENT LIVES WITH BOTH PARENTS

SES 1 Category	Number	Level of Study					Total %
		Modified %	Basic %	General %	Advanced %	No Info. %	
1	311	4.5	16.1	29.6	46.3	3.5	100.0
2	1602	3.1	14.5	33.0	46.6	2.7	99.9*
3	420	2.1	12.4	33.3	49.3	2.9	
4	487	1.8	4.9	21.1	70.2	1.8	99.8*
5	387	0.5	2.1	12.7	82.2	2.6	100.1*
6	545	0.4	0.7	7.5	87.9	3.5	100.0
No Information	666	1.8	12.0	27.3	55.7	3.2	100.0
TOTAL	4418	2.2	10.2	25.7	59.0	2.9	100.0

¹ See Table 15 for description of the categories.

*Does not equal 100% because of rounding.

TABLE 35

LEVEL OF STUDY AND SOCIOECONOMIC STATUS BASED ON
MOTHER'S OCCUPATION: STUDENT LIVES WITH BOTH PARENTS

SES 1 Category	Number	Level of Study					Total %
		Modified %	Basic %	General %	Advanced %	No Info. %	
1	1220	3.3	11.7	27.0	55.1	2.9	100.0
2	1315	2.7	13.8	31.6	49.7	2.3	100.1*
3	456	1.1	5.5	20.8	69.1	3.5	100.0
4	285	1.1	2.5	14.0	80.0	2.5	100.1*
5	235	0.4	2.1	13.2	81.3	3.0	100.0
6	190	0.5	1.6	6.8	87.9	3.2	100.0
No Information	717	1.8	12.1	29.3	53.3	3.5	100.0
TOTAL	4418	2.2	10.2	25.7	59.0	2.9	100.0

¹
See Table 16 for description of the categories.

*Does not equal 100% because of rounding.

TABLE 36

LEVEL OF STUDY AND SOCIOECONOMIC STATUS BASED ON
FATHER'S OCCUPATION: STUDENT LIVES WITH FATHER ONLY

SES 1 Category	Number	Level of Study					Total %
		Modified %	Basic %	General %	Advanced %	No Info. %	
1	17	5.9	17.6	23.5	47.1	5.9	100.0
2	55	3.6	18.2	29.1	43.6	5.5	100.0
3	9	11.1	0.0	33.3	55.6	0.0	100.0
4	35	0.0	2.9	42.9	54.3	0.0	100.1*
5	29	0.0	10.3	10.3	72.4	6.9	99.9*
6	37	0.0	0.0	13.5	83.8	2.7	100.0
No Information	37	2.7	16.2	18.9	59.5	2.7	100.0
TOTAL	219	2.3	10.5	24.2	59.4	3.7	100.1*

¹

See Table 15 for description of the categories.

*Does not equal 100% because of rounding.

TABLE 37

LEVEL OF STUDY AND SOCIOECONOMIC STATUS BASED ON
MOTHER'S OCCUPATION: STUDENT LIVES WITH MOTHER ONLY

SES 1 Category	Number	Level of Study					Total %
		Modified %	Basic %	General %	Advanced %	No Info. %	
1	291	7.6	23.7	34.0	32.3	2.4	100.0
2	209	6.2	20.1	38.3	33.5	1.9	100.0
3	162	3.1	12.3	30.2	51.9	2.5	100.0
4	175	1.1	4.6	27.4	64.6	2.3	100.0
5	117	0.9	5.1	17.1	73.5	3.4	100.0
6	102	0.0	2.9	9.8	83.3	3.9	99.9*
No Information	216	2.8	16.7	37.0	38.9	4.6	100.0
TOTAL	1272	3.9	14.5	30.3	48.4	2.9	100.0

¹ See Table 16 for description of the categories.

*Does not equal 100% because of rounding.

DISCUSSION

The data in the first half of the report provide some indices of the current ethno-cultural mix of our student population. The latter part of the report provides data on their levels of study and how they are related to some of the students' background characteristics. In large populations such as this, changes manifest themselves slowly and one can anticipate only modest variations from year to year. Of all the changes, the ones that seem most worth noting are the slight increase in the proportion of students studying at the Advanced level and a decrease in the proportion of students studying at the Basic and Modified levels. Also, it should be noted that the racial and ethnic mix seem stable as do the relationships of student background characteristics to various levels of study.

As in previous years, the reader is reminded that there are complex interactions among the many variables.

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APPENDIX A: Survey Form 1983



THE GRADE 9 STUDENT SURVEY

This information helps the Board to make plans for schools that serve different communities, and to meet some of the needs of students by providing resources in many languages. Please complete the questionnaire carefully. The Research Department will treat your answers confidentially and will use them to make summaries for the school system and its trustees.

NAME	SEX	DATE OF BIRTH
CLASS	SCHOOL	I.D. NUMBER

Please check (✓) the boxes and fill in the blanks that apply to you.

1. At what level are you taking most of your courses this year?

Level:

Modified Basic General Advanced

2. Were you born in Canada?

YES ☐ What Province?

NO ☐ What Country?

If you answered "NO", when did you arrive in Canada?

Date of Arrival:
month year

3. Check the language(s) you learned to speak first (you may check more than one box if necessary).

English ☐

French ☐

Another Language ☐

(Please specify the language)

	English		French	
	Spoken	Written	Spoken	Written
Fluent	☐	☐	☐	☐
Fair	☐	☐	☐	☐
Poor	☐	☐	☐	☐
None	☐	☐	☐	☐

5. What other language(s) do you speak fluently?

6. People sometimes identify themselves by race and colour. Please check the category below that you apply to yourself.

☐ Black
☐ White
☐ Native Canadian Indian, Inuit or Metis
☐ Asian Descent
(Specify, e.g., Chinese, Japanese, Korean, etc.)
☐ South Asian Descent
(Specify, e.g., East Indian, Pakistani, etc.)
☐ Other

(Specify, if not included above)

7. Do you live with (check one):

☐ Both Parents ☐ Guardian
☐ Mother ☐ Group Home
☐ Father ☐ Alone

What is your Father's job now?

What is your Mother's job now?

If you checked guardian, what is your guardian's job now?

APPENDIX B: Letter to the Principals
Letters to the Teachers



THE BOARD OF EDUCATION FOR THE CITY OF TORONTO
155 College Street, Toronto M5T 1P6, Canada, 598-4931

October 1983

To: Secondary School Principals:

The material for the 1983 Grade Nine Student Survey accompanies this letter. A package has been prepared for each Grade 9 class with a labelled form for each student; a package of extra unlabelled forms which may be kept in the office is also enclosed. A copy of the letter to the teachers is included for your information.

The first request is for your support. Some of the questions touch on sensitive areas and the teachers should introduce the survey to the class accordingly. The introductory paragraph of the letter to the teachers and of the questionnaire may be helpful for this purpose.

The second request is for you to arrange for the forms to be administered in the home room; i.e., have the packages distributed to the appropriate home room teachers, make additional blank forms available if necessary, and collect the completed forms. Please treat the students' replies confidentially.

When all the envelopes have been collected, please return them by Board mail to the Research Department as soon as possible and before November 30.

We recognize the additional work necessitated by the survey, but we have tried to make the process as efficient as possible.

Thank you for your continued help and the help of your staff.

Yours sincerely,

E. N. WRIGHT, Ed.D.,
Chief Educational Research Officer.

ENW:vv

cc: Area Superintendents
Schools Superintendents



THE BOARD OF EDUCATION FOR THE CITY OF TORONTO
155 College Street, Toronto M5T 1P6, Canada, 598-4931

October 1983

Dear Greenwood Secondary School Teacher:

These are the instructions for the annual grade nine student survey requested by the trustees in 1980. The survey form includes questions on race and ethnicity as recommended in the Final Report of the Sub-Committee on Race Relations. Various liaison committees and other groups have contributed to the final wording of the questions on this form and the final version was presented to the Board. The Human Rights Commission was also consulted; the Commission understands and supports the request for this information. Your assistance is needed to obtain complete and accurate data from the students. Please treat their replies confidentially.

Instructions:

- (1) Distribute the labelled forms to the students who in your judgment are the equivalent of Grade 9 students elsewhere. If there is no labelled form for one of these students, have the student complete an unlabelled form, printing his/her name, birthdate and sex in the space where the label would normally appear.
- (2) If one of these Grade 9 equivalent students is absent but still on your roll, please have the form completed in the next day or two. If a labelled form is not completed, write the reason at the top of the form (e.g., transferred to - name of school, or not Grade 9 equivalent).
- (3) If a student has a problem deciding how to answer a question, ask the student to provide details, writing on the back of the form if necessary. The Research Department will decide how to categorize the information.
- (4) N.B. - For Question 7 (Occupation), please encourage the students to answer this question in detail and to specify the kind of work the parent(s) do(es) - not just the name of the employer. For example, the title "engineer" does not distinguish between civil engineer, railway engineer and stationary engineer.

All forms are to be returned in the original envelope to the main office which will arrange to have it sent to the Research Department.

Thank you for your help.

Yours sincerely,

E. N. WRIGHT, Ed.D.,
Chief Educational Research Officer.

ENW:vv



THE BOARD OF EDUCATION FOR THE CITY OF TORONTO
155 College Street, Toronto M5T 1P6, Canada, 598-4931

October 1983

Dear Teacher:

These are the instructions for the annual grade nine student survey requested by the trustees in 1980. The survey form includes questions on race and ethnicity as recommended in the Final Report of the Sub-Committee on Race Relations. Various liaison committees and other groups have contributed to the final wording of the questions on this form and the final version was presented to the Board. The Human Rights Commission was also consulted; the Commission understands and supports the request for this information. Your assistance is needed to obtain complete and accurate data from the students. Please treat their replies confidentially.

Instructions:

- (1) Distribute the labelled forms to the students. If there is no labelled form for a student on your roll, have the student complete an unlabelled form, printing his/her name, birthdate and sex in the space where the label would normally appear.
- (2) If a student is absent but still on your roll, please have the form completed in a day or two when he/she returns. If a form is not completed, write the reason at the top of the form (e.g., transferred to - name of school).
- (3) If a student has a problem deciding how to answer a question, ask the student to provide details, writing on the back of the form if necessary. The Research Department will decide how to categorize the information.
- (4) N.B. - For question 7 (Occupation), please encourage the students to answer this question in detail and to specify the kind of work the parent(s) do(es) - not just the name of the employer. For example, the title "engineer" does not distinguish between civil engineer, railway engineer and stationery engineer.

All the forms are to be returned in the original envelope to the main office which will arrange to have it sent to the Research Department.

Thank you for your help,

Yours sincerely,

E. N. WRIGHT, Ed.D.,
Chief Educational Research Officer.

ENW:vv